R E P O R T R E S U M E S

ED 020 836 RC 002 503

THE ACCEPTANCE OF EDUCATIONAL PROGRAMS IN RURAL WISCONSIN.

BY- KREITLOW, BURTON W. DUNCAN, JAMES A.
WISCONSIN UNIV., MADISON, DEPT. OF AGR./EXT. EDUC.

REPORT NUMBER BULL-525 PUB DATE JUL 56
EDRS PRICE MF-$0.25 HC-$1.00 23P.

DESCRIPTORS- AGRICULTURAL TRENDS, *ATTITUDES, CULTURAL BACKGROUND, CULTURAL FACTORS, *EDUCATIONAL ATTITUDES, EDUCATIONAL COORDINATION, EDUCATIONAL OBJECTIVES, EDUCATIONAL PRACTICE, *ETHNIC GROUPS, FAMILY STRUCTURE, FAMILY INFLUENCE, INTERAGENCY COORDINATION, NEIGHBORHOOD, RELIGIOUS FACTORS, RURAL EDUCATION, *RURAL FAMILY, SOCIAL ORGANIZATIONS, *SOCIOECONOMIC INFLUENCES,

THE PURPOSE OF THIS STUDY WAS TO COMPARE ATTITUDES OF 19 PAIRS OF WISCONSIN GROUPS TOWARD EDUCATIONAL PRACTICES, FARMING PRACTICES, AND ORGANIZATIONAL PARTICIPATION. EACH PAIR OF RURAL NEIGHBORHOODS CONSISTED OF ONE NEIGHBORHOOD HOMOGENOUS IN ETHNIC AND RELIGIOUS COMPOSITION, AND ONE NEIGHBORHOOD HETEROGENOUS IN THE SAME CHARACTERISTICS. PERSONAL INTERVIEWS WITH 380 FAMILY HEADS WERE CONDUCTED. RESULTS OF THE SURVEY SHOWED THAT MEMBERS OF HETEROGENEOUS NEIGHBORHOODS ARE MORE FAVORABLE TOWARD SCHOOL PRACTICES AND ADOPT MORE IMPROVED FARMING PRACTICES THAN MEMBERS OF HOMOGENEOUS NEIGHBORHOODS. HETEROGENEOUS NEIGHBORHOOD RESIDENTS SET AND ATTAIN HIGHER EDUCATIONAL GOALS AND ARE MORE FAVORABLE TOWARD SCHOOL PRACTICES REPRESENTING A BREAK FROM TRADITION. HOMOGENEOUS NEIGHBORHOOD RESIDENTS BELONG TO MORE ORGANIZATIONS, PREDOMINANTLY CHURCH AND SOCIAL, WHILE HETEROGENEOUS NEIGHBORHOOD RESIDENTS ATTEND MORE MEETINGS, HOLD MORE OFFICES, AND SERVE ON MORE COMMITTEES OF ORGANIZATIONS, MAINLY AGRICULTURAL AND EDUCATIONAL. HOMOGENEOUS NEIGHBORHOOD RESIDENTS PLACE EMPHASIS ON PERPETUATION OF THEIR CULTURE AND SHOW GREATER NEIGHBORHOOD AND FAMILY STRENGTH. A RELATED DOCUMENT IS RC 002 023. (JEH)

BULLETIN 525

JULY 1956

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
JUL 8
NRLS
E.R.I.C.

THE ACCEPTANCE OF EDUCATIONAL PROGRAMS

in Rural Wisconsin

ED002083

BRINGING TO LIGHT THE UNKNOWN
SCIENCE
AGRICULTURAL EXPERIMENT STATION

UNIVERSITY OF WISCONSIN · MADISON

Contents

	Page
Summary and Conclusions	3
Background and Assumptions	5
Sources of Data, Sampling and Analysis	6
The Acceptance of School Practices	10
The Acceptance of Improved Farming Practices	14
Formal Organizational Participation	16
Socio-Cultural Factors Relating to Educational Attitudes and Actions	17
Ethnic Group Differences	20
Implications	21
Acknowledgments	23

Reprinted September 1967

2000-19

Summary and Conclusions

Farm operators in nineteen pairs of rural neighborhoods in Wisconsin were interviewed to determine their attitudes and actions toward various educational programs and practices. Each pair of neighborhoods consisted of one homogeneous in ethnic and religious composition being matched with one heterogeneous in these characteristics. These neighborhoods were then compared on their acceptance of 30 school practices, an index of 25 farming practices and 4 elements of organizational participation. Ten farm families in each neighborhood were randomly selected and one of the family heads personally interviewed, 5 husbands and 5 wives were interviewed in each neighborhood. The neighborhood was considered the unit of analysis and the comparison of the 19 pairs of neighborhoods reveals the following conclusions:

(1) Citizens living in heterogeneous neighborhoods are consistently more favorable toward a majority of the school practices.

(2) In reaction to 30 school practices, the people in heterogeneous neighborhoods were more favorable towards 20 of them, those in homogeneous neighborhoods more favorable toward 3, while no differences existed between the two types of neighborhoods on 7 of the practices.

(3) Differences were greatest favoring those in heterogeneous neighborhoods on educational goals, aspirations and attainments.

(4) The majority of the practices consistently favored by heterogeneous neighborhood citizens represent those school practices considered by educators as being necessary to furnish a comprehensive educational program. Examples of these are: smaller number of grades per teacher, health service, hot lunches, more college training for teachers, and the use of school facilities for non-school activities.

(5) Farmers in heterogeneous neighborhoods adopt significantly more improved farming practices than farmers in homogeneous neighborhoods.

(6) On the 4 elements of organizational participation, homogeneous neighborhood residents belong to more organizations while residents of heterogeneous neighborhoods attend more meetings, hold more offices and serve on more committees.

(7) Homogeneous neighborhood residents participate to a greater extent in church and social organizations while heterogeneous neighborhood residents show greater participation in agricultural and school organizations.

(8) Heterogeneous neighborhood residents have higher socio - economic status scores.

(9) Homogeneous neighborhood residents show greater neighborhood and family strength.

Is There a Difference Between

HOMOGENEOUS NEIGHBORHOODS

(Those neighborhoods in which most of the families are of one nationality and belong to one religious group)

AND

HETEROGENEOUS NEIGHBORHOODS

(Those neighborhoods in which the families are of several nationalities and belong to two or more religious groups)

In Their Acceptance

of

Farm Practices

School Practices

Rural Organizations

?

THE ACCEPTANCE OF EDUCATIONAL PROGRAMS *in Rural Wisconsin*

Burton W. Kreitlow* and James A. Duncan**

Background and Assumptions

PREVIOUS research has established that there is much variation among cultural groups in their attitudes toward education. These differences in attitudes from one group to the other are expressed in the form of varying degrees of acceptance of specific educational programs, practices and proposals. Some proof of these differences can be seen in the evidence that certain ethnic groups express greater favorability towards education than do others. Among the cultural and social factors influencing the formation and modification of attitudes toward education are ethnic background, religious composition, primary group and kinship strength, and socio-economic status. Sociological and educational studies in Wisconsin and Minnesota have established that among the cultural and social characteristics related to attitudes toward education, the ethnic, religious factor[1] operating jointly is most significantly related to the acceptance of certain educational programs and practices.

The question for investigation in the present study was whether there are differences in attitudes toward education between rural neighborhoods that are homogeneous in their ethnic and religious composition and those that are heterogeneous in these respects.

The rural neighborhood is that locality grouping in the community, which in terms of interpersonal relationships is one step removed from

* Professor, Rural Education, University of Wisconsin.

**Associate Professor, Agricultural and Extension Education, University of Wisconsin.

[1] D. G. Marshall, "Education in Rural Wisconsin" (unpublished ms., University of Wisconsin, 1952) W. A. DeHart, "Significance of Cultural Factors in the Determination of Educational Behavior of Farm Families in Selected Rural Wisconsin Communities" (unpublished Ph.D. Thesis, University of Wisconsin, 1950) D. G. Marshall, W. H. Sewell, and A. O. Haller, "Factors Associated with High School Attendance of Wisconsin Farm Youth," Rural Sociology, XVIII:3 Sept. 1953), pp. 257-260; B. W. Kreitlow and R. A. Koyen, "A Longitudinal Study of Newly Formed Centralized Rural School Districts in Wisconsin," First Progress Report (unpublished ms., University of Wisconsin (1951), pp. 196 f.; H. A. Pederson, "Acculturation Among Danish and Polish Ethnic Groups in Wisconsin" (unpublished Ph.D. Thesis, University of Wisconsin); and H. A. Pederson, "Cultural Differences in the Acceptance of Recommended Practices," Rural Sociology, XVI:1 (Mar. 1951), pp. 37-49.

the family. The relationships are often personal, and the people of a neighborhood know each other well. Though there may be several cliques in a neighborhood, the entire group is bound together either by social or economic ties. Often the one-room school is the key service that holds 15 to 50 families together. In other cases, it may be the church or even a rural crossroads store. The significance of the neighborhood in the past and recognizable changes as it moves from a homogeneous to a heterogeneous group and then to a loss of identity as a neighborhood makes it an important social unit to investigate. We can observe the neighborhood and its people at any stage in this change.

Attitude[2] is defined here as the verbal expression of one's opinion, feelings, beliefs, and actions ascertained in a personal interview situation in answer to direct questions. **Actions** refers to adopting a practice, such as using a high analysis fertilizer or participating in a program or an organization.

The problem may be stated in the form of the following null hypothesis to be tested. **There is no difference between neighborhood groups that are homogeneous as to their ethnic and religious characteristics and neighborhood groups that are heterogeneous as to these characteristics, in their acceptance of selected educational programs and practices as represented by (1) opinions and actions toward school practices and programs, (2) the adoption of recommended farming practices, and (3) participation in formal organizations.**

A test of the above hypothesis requires that certain basic assumptions be made with regards to the determination of educational attitudes, developing measures of educational acceptance, groups to be studied, and sampling procedures. It is assumed that (1) educational attitudes can be determined from the expression of opinions, belief and actions in response to questions asked in a personal interview situation regarding educational practices in the school, on the farm and in organizational participation. (2) A series of neighborhood groups can be delineated according to sociological definition and matched on the basis of certain predetermined cultural, educational, economic and geographic criteria. (3) Measures of acceptance of selected educational programs and practices can be determined by response to single items and to indexes developed from a series of items.

Sources of Data, Sampling and Analysis

The data were obtained by personal interview in 38 rural neighborhoods located in southern, southwestern, central, and northwestern Wisconsin. Graduate students in rural and adult education, trained in interview techniques for this study, interviewed all respondents. The neighborhoods were selected so as to constitute 19 matched pairs, one in each pair being homo-

[2] L. L. Thurstone and E. J. Chave, Measurement of Attitudes (Chicago: University of Chicago Press, 1929), pp. 6 f.

geneous in ethnic and religious characteristics and the other heterogeneous in these respects. The two neighborhoods in each pair were matched on the following characteristics: (1) Size in square miles, (2) distance from city or village, (3) type of farming, (4) density of population, (5) type of school district organization, (6) number of pupils of school age, and (7) equalized evaluation per school-age pupil. The 19 pairs represent a range of agricultural land types, of school systems, and specific major ethnic-religious groups in the state. The ethnic-religious groups of the homogeneous neighborhoods included: German-Catholic, German Lutheran, Norwegian-Lutheran, Danish-Lutheran, Swedish-Lutheran, Polish-Catholic, and Swiss-Evangelical and Reformed. Table 1 provides a summary of these data on which neighborhoods were matched.

After the neighborhoods had been delineated[3] and matched, population lists were made and verified from the county farm-plat books. Since the neighborhood rather than the individual was to be the unit of analysis,[4] a random sample of 10 farm families was selected from each neighborhood, making a total of 380 interviewees. Five of the interviews were conducted with male heads of families and 5 with the wives. The 10 families per neighborhood comprised from 20 to 75% of the farm families in the neighborhoods. Figure 1 shows the location of families interviewed in one of the pairs.

The interview schedule consisted of 30 questions on attitudes toward various school practices, developed and pretested by the authors; a 25-item index of farm-practice adoption, adapted from an index developed by Wilkening,[5] a formal-organization participation scale adapted from Chapin,[6] Sewell's Scale of Socio-economic Status (Short Form)[7] an index of neighborhood strength, adapted from Alexander and Nelson[8] and an index of "Strength and Familism" developed by Wilkening.[9]

Scores were assigned to each respondent on the basis of the degree of his expressed favorableness or unfavorableness toward the specified school practices, the participation of

---

[3] Neighborhood as defined and delineated here is a small locality grouping of people having identifiable primary contacts and a sense of belonging together. The criteria applied in delineation were nationality, religion, school district and the economic services. After determining that neighborhoods met the sociological criteria listed above, the rural elementary school district lines were used as the boundaries of the neighborhood. This was done to facilitate research operation. The rural elementary school district was considered in this case to constitute the major part of the neighborhood area, and it was believed that the school district is more compatible with the concept neighborhood than an area defined by any other criteria. The authors, with the aid of extension agents, local and county school personnel, and neighborhood residents, delineated all neighborhoods in the study.

[4] For this concept, see B. R. Fisher, et al., Peacetime Use of Atomic Energy, Vol. I (Ann Arbor, Mich. Survey Research Center, University of Michigan, 1951), pp. 6.

[5] E. A. Wilkening, "The Acceptance of Certain Agricultural Programs and Practices in a Piedmont Community of North Carolina" (unpublished Ph.D. Thesis, University of Chicago, 1949); "A Socio-psychological Approach to the Study of Acceptance of Innovations in Farming," Rural Sociology, XV:4 (Dec. 1950), pp. 352-364; Acceptance of Improved Farm Practices in Three Coastal Plain Counties of North Carolina AES Tech. Bull. 98 (Raleigh, May 1952); and "Sources of Information for Improved Farm Practice," Rural Sociology, XV:1 (Mar., 1950), pp. 19-30.

[6] F. S. Chapin, "Social Participation and Social Intelligence," American Sociological Review, IV:2 (Apr. 1939), pp. 157-168; and the Social Participation Scale (Minneapolis: University of Minnesota Press, 1937).

[7] W. H. Sewell, "Short Form of the Farm Family Socio-Economic Status Scale," Rural Sociology, VIII: 2 (June, 1943), pp. 161-170.

[8] Frank Alexander and Lowry Nelson, Rural Social Organization in Goodhue County, Minnesota, Minnesota AES Bull. 401 (Minneapolis, Feb. 1949), pp. 10 f.

[9] E. A. Wilkening, "Change in Farm Technology as Related to Familism, Family Decision Making, and Family Integration," American Sociological Review, XIX:1 (Feb., 1954), pp. 29-37; and "Techniques of Assessing Farm Family Values," Rural Sociology, XIX:1 (Mar., 1954), pp. 39-49.

Fig. 1. — Maps of One of the 19 Pairs of Neighborhoods and the Location of the Samples Selected

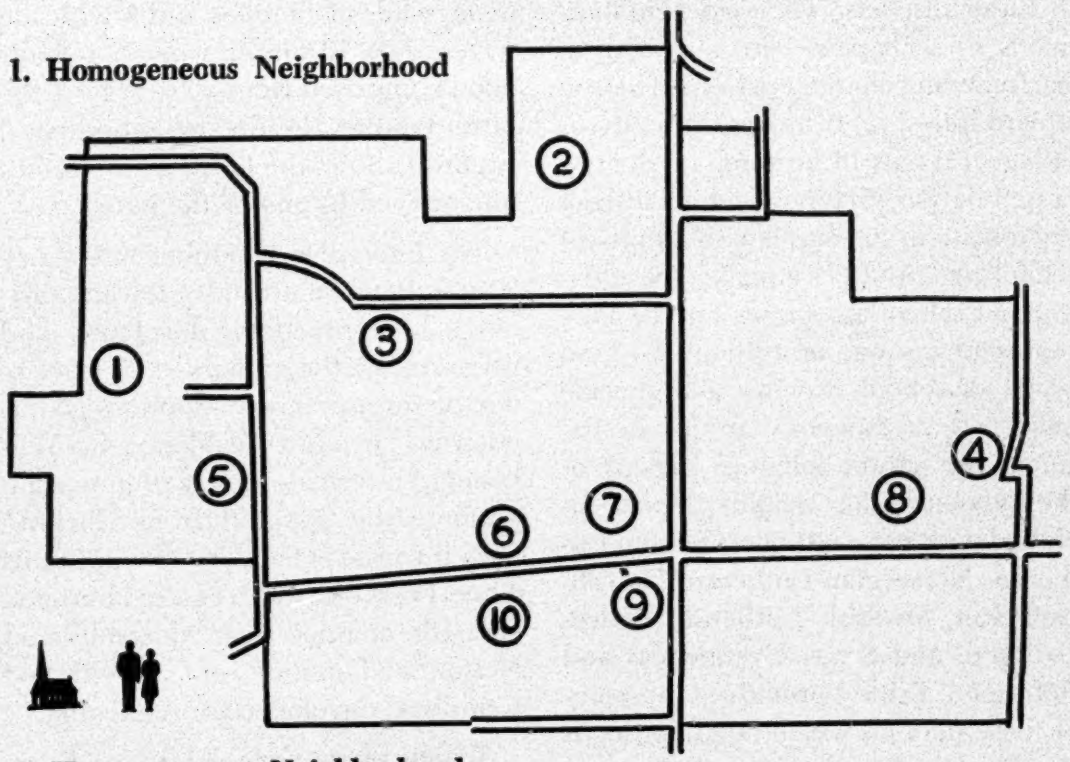

Table 1.—The Results of the Application of the Criteria in the Selection and Matching of Neighborhood Groups

1 Pair no.	2 Group no.	3 Neighborhood name	4 Ethnic* stock	5 Religion*	6 Size[1] sq. mi.	7 Distance from city or village	8 Type of farming[2]	9 Type of school district[3]	10 Density of population[4]	11 No. of pupils school age[5]	12 Equal. evaluation per pupil[6]
I	1	Ross	Si	ER	6.5	3 Mi. New Glarus	Dairying	One Room	16 Sq. Mi.	37	$ 22,500
	2	Jordan Center	I,Si,N,E,G,M	L—C—ER	5.0	5 Mi. Argyle	Dairying	One Room	18 Sq. Mi.	30	$ 15,000
II	3	Marty	Si	ER	8.0	5 Mi. Monticello	Dairying	One Room	18 Sq. Mi.	42	$ 15,500
	4	Dutch Hollow	Si,N,I,M	ER—L—C	7.0	7 Mi. Monticello	Dairying	One Room	18 Sq. Mi.	35	$ 14,000
III	5	Prairie Queen	N	L	4.5	2 Mi. Cambridge	Dairying	One Room	31 Sq. Mi.	35	$ 12,700
	6	Albion Prairie	N,G	L—C—O	6.0	4 Mi. Edgerton	Dairying	One Room	30 Sq. Mi.	40	$ 18,500
IV	7	Marxville	G	L	9.0	7 Mi. Mazomanie	Dairying	2-1 Room Schools	22 Sq. Mi.	74	$ 12,100
	8	Norway Grove	N,G,I,M	L—P—ER—C	12.0	5 Mi. Waunakee	Dairying	Two Room	22 Sq. Mi.	67	$ 22,500
V	9	Roxbury	G	C	6.5	3 Mi. Sauk City	Dairying	Parochial 4 Room	24 Sq. Mi.	167	$ 4,500
	10	Windsor	N,G,M	L—C	5.5	2 Mi. DeForest	Dairying	Two Room	22 Sq. Mi.	140	$ 6,400
VI	11	Martinsville	G	C	6.0	6 Mi. Waunakee	Dairying	Parochial 3 Room	26 Sq. Mi.	75	$ 7,400
	12	Mt. Vernon	N,G,Si,E,M	L—C—ER—B	5.5	8 Mi. Verona	Dairying	One Room 36 Pupils	18 Sq. Mi.	61	$ 8,400
VII	13	Sandridge	N	L	5.2	5 Mi. Black Earth	Dairying	One Room Reorg.	17 Sq. Mi.	*	*
	14	Booth	G,S,I,M	L—C—ER—M	5.2	4 Mi. Black Earth	Dairying	One Room Reorg.	17 Sq. Mi.	*	*
VIII	15	Ashton	G	C	7.5	5 Mi. Middleton	Dairying	Parochial 3 Room	27 Sq. Mi.	100	$ 9,500
	16	Token Creek	N,G,M	L—C—O	5.0	6 Mi. Sun Prairie	Dairying	One Room	27 Sq. Mi.	57	$ 10,100
IX	17	Kieler	G	C	4.0	8 Mi. Dubuque	Dairying	Parochial	25 Sq. Mi.	95	$ 5,650
	18	Arthur	N,G,M	L—M—O	6.0	9 Mi. Platteville	Dairying	Two Room	18 Sq. Mi.	68	$ 7,900
X	19	Sullivan	P	C	5.4	Adj. Princeton	Dairying	Non-Operating Reorg.	23 Sq. Mi.	*	*
	20	Mt. Tom	G,P,M	L—C	6.4	Adj. Princeton	Dairying	Non-Operating Reorg.	17 Sq. Mi.	*	*
XI	21	West Sweden	Sw	L	7.9	5 Mi. Frederic	Dairying	Reorganized	23 Sq. Mi.	50	$ 5,956
	22	Horseshoe Lake	G,D,Sw	L—C—O	7.1	4 Mi. Turtle Lake	Dairying	Reorganized	19 Sq. Mi.	28	$ 9,818
XII	23	Edgewood	N	L	9.0	5 Mi. Clear Lake	Dairying	Reorganized	22 Sq. Mi.	74	$ 5,238
	24	Liberty	N,D,Sw,G	L—M—O	7.5	4 Mi. Clear Lake	Dairying	Reorganized	22 Sq. Mi.	49	$ 5,145
XIII	25	Sand Lake	Sw	L	4.3	6 Mi. St. Croix	Dairying	Non-operating	20 Sq. Mi.	19	$ 19,337
	26	Ubet	D,Sw,G,M	L—M—B	4.0	8 Mi. St. Croix	Dairying	Non-operating	20 Sq. Mi.	17	$ 18,830
XIV	27	Cedar Lake	N	L	11.0	9 Mi. New Richmond	Dairying	Two Room	19 Sq. Mi.	49	$ 14,882
	28	Alabama	N,D,G,Sw	L—M—O	8.5	9 Mi. Luck	Dairying	One Room	24 Sq. Mi.	41	$ 10,539
**XV	29	Deronda	N	L	7.1	3 Mi. Amery	Dairying	Two Room	24 Sq. Mi.	75	$ 10,293
	30	Wanderoos	N,G,D	L—M	11.0	6 Mi. Amery	Dairying	Two Room	24 Sq. Mi.	91	$ 5,857
XVI	31	North Star	D	L	3.0	2 Mi. Luck	Dairying	One Room	19 Sq. Mi.	44	$ 5,567
	32	Oak Hill	D,S,M	L—M—B	9.0	7 Mi. Luck	Dairying	Two Room	23 Sq. Mi.	62	$ 5,560
XVII	33	Little Butternut	D	L	5.0	2 Mi. Luck	Dairying	One Room	19 Sq. Mi.	35	$ 7,000
	34	Lanesdale	G,D,Sw	L	8.3	7 Mi. Luck	Dairying	One Room	23 Sq. Mi.	40	$ 9,412
XVIII	35	Silver Lake	G	L	6.5	6 Mi. Clayton	Dairying	One Room	21 Sq. Mi.	46	$ 5,543
	36	Deer Lake	N,G,D,Sw	L—M—O	7.0	5 Mi. Balsam Lake	Dairying	One Room	17 Sq. Mi.	54	$ 8,990
XIX	37	Little Falls	N	L	6.0	5 Mi. Amery	Dairying	One Room	19 Sq. Mi.	43	$ 5,116
	38	Volga	N,G,Sw	L—C—O	6.0	4 Mi. Amery	Dairying	One Room	24 Sq. Mi.	40	$ 7,867
XX	39	Lakeside	N	L	6.0	7 Mi. Amery	Dairying	One Room	19 Sq. Mi.	48	$ 7,331
	40	Bunyan	D,Sw,M	L—B	5.5	5 Mi. Balsam Lake	Dairying	One Room	16 Sq. Mi.	46	$ 7,022

*Column 4: Si = Swiss, N = Norwegian, G = German, D = Danish, Sw = Swedish, P = Polish, E = English, M = Mixed, I = Irish

*Column 5: L = Lutheran, C = Catholic, ER = Evang. Ref., M = Methodist, B = Baptist, O = Other

**This pair deleted from study because it did not meet the criterion on homogenity.

*Columns 11 and 12: Information not available.

SOURCES OF INFORMATION FOR DATA IN TABLE I

[1]County Plat Book Township Map. Available at all County Clerk's Offices.
[2]Wis. County Agricultural Statistics Services, Wis. Crop and Livestock Reporting Service, State Capitol, Madison, Wisconsin.
[3]Office of County Supt. of Schools.
[4]Same as [2] above.
[5]School Census reports on file in office of County Superintendent of Schools.
[6]Annual Reports of County Supt. of Schools.

**This pair deleted from study because it did not meet the criterion on homogeneity.

all family members in formal organizations, and his standing on the other indices. Mean neighborhood scores were then computed for each educational practice and each index. These mean scores were the values used to compare the neighborhoods making up the pair. Thus each neighborhood, rather than each respondent, was given equal weight in the basic analysis. The only instance in which the individual was the unit for analysis was when correlations were determined.

To determine the significance of differences within the pairs of homogeneous and heterogeneous neighborhoods in the acceptance of all educational practices and indexes, the statistical sign test, a non-parametric statistic was used. The selection and matching of the neighborhoods on the basis of certain predetermined criteria make the data amenable to non-parametric statistics.[10] In comparing non-random groups, the form of distribution is not known, and one cannot assume normal distribution. Here the comparisons are between distributions and not between parameters.

Moses states that the sign test is applicable and that matched pairs may be employed where an experimenter wishes to establish that two treatments are different. The assumptions under lying the sign test are: (a) that the variable under consideration has a continuous distribution, and (b) that both members of any pair are treated similarly except for the experimental variables. There is no assumption of normality or of similar treatment of the various pairs. When applied to this study, a series of 19 pairs of matched neighborhoods are being compared in their degree of acceptance of specific educational practices. Ethnic and religious composition are combined as the experimental variable, and educational, economic, and geographic characteristics represent the similarities.

The Acceptance of School Practices

Citizens of heterogeneous neighborhoods were definitely more favorable toward the school practices than were those in homogeneous neighborhoods. On 20 of the 30 practices, those in heterogeneous neighborhoods were more favorable, on 3 of the practices, those in homogeneous neighborhoods were more favorable, and on the remaining 7 there was no difference between the two.

The null hypothesis tested was rejected at two levels. First, the rejection is for those school practices and items on which there are statistically significant differences in neighborhood acceptance scores at the one per cent level and between the one-and-five-per-cent levels. On 5 of the practices, the differences were significant at these levels. Secondly, the null hypothesis is rejected for those school practices which are not significant at the five-per-cent level but on which the patterns of differences are consistent. On 15 practices, the differences are at this level. The practices are listed and grouped as follows:

[10] W. J. Dixon and F. S. Massey, Jr., Introduction to Statistical Analysis (New York: McGraw Hill Book Co., 1951), pp. 290-294; and L. E. Moses, "Non-Parametric Statistics for Psychological Research," Psychological Bull., XLIX:2 (Mar. 1952), pp. 122-143.

School Practice Items on Which There Were Statistically Significant Differences Favoring Heterogeneous Neighborhoods[11]

1. Amount of formal education necessary for boys to be farmers.
2. Amount of formal education necessary for girls to be farmers' wives.
3. Educational attainment of the wife.
4. Educational attainment of the husband.
5. Amount of education desired by parents for the children still in school.

These school practices and items which most widely differentiate between the two types of neighborhoods represent educational goals, attainments, and aspirations. It is concluded for the neighborhoods studied that people living in rural locality groups that are heterogeneous in ethnic and religious make-up attain and express desires for higher educational goals than those living in homogeneous locality groups. Furthermore, there is a greater difference between these two types of neighborhoods in the attainment of and desire for educational ends or goals than in the attitudes toward the means or practices for reaching these ends.

School Practice Items on Which There Are Consistent But Not Statistically Significant Differences Favoring Heterogeneous Neighborhoods[12]

1. Opinion as to the number of grades each elementary school teacher can best handle with 25 pupils (smaller number of grades considered desirable).
2. Favorableness toward the provision of health examinations by the school.
3. Favorableness toward the importance of art, music, and recreation in the school.
4. Favorableness toward the county committee's plan to reorganize the school districts.
5. Belief that a reorganized school district is most desirable.
6. Opinion as to whether tax rates will be raised in school reorganization (belief that tax rate will not be raised is considered most favorable).
7. Favorableness toward a complete hot lunch.
8. Favorableness toward use of school buildings and facilities by organizations outside the school.
9. Favorableness toward parents' organizations in the school.
10. Favorableness toward compulsory 16-year-old school attendance law.
11. Interest in adult evening classes.
12. Favorableness toward attending adult evening classes.
13. Favorableness toward more formal education being required for elementary school teachers.
14. Favorableness toward more formal education being required for high school teachers.
15. Educational attainment of the children who have terminated their formal education.

[11] Items 1, 2, 3, and 4 are significant at the one-per-cent level. Item 5 is significant at a level between one and five per cent.

[12] These differences are below the five per cent level of significance.

Fourteen of the above 15 items are related to practices considered by educators as being necessary to furnish comprehensive educational opportunities. For example, such items in the elementary school program as a smaller number of grades per teacher, provision of health examinations, and hot lunches, school reorganization, more college training for teachers, and the use of school buildings and facilities for other than school purposes indicate a definite break with traditional school practice. These practices represent changes in the direction of a broad and progressive school program. The evidence indicates that cultural groups heterogeneous in ethnic and religious make-up tend more to accept innovations and changes toward a progressive school curriculum.

School Practice Items on Which There Are No Differences in Attitudes and Opinions Between Homogeneous and Heterogeneous Neighborhoods

1. The emphasis that should be placed on reading, writing, and arithmetic in the schools.
2. The numbers and kinds of physical education items and personnel that should be available in the school.
3. Satisfaction with the publicity program regarding school reorganization.
4. The desirability of being in a high school district.
5. The distance the elementary school children should be expected to walk on their way to school.
6. The provision of pupil transportation by the school district.
7. Present and past attendance at adult evening classes.

For these 7 items the null hypothesis is accepted. These programs and practices on which there are similarities between the two types of neighborhoods are generally those necessary to operate a school at minimum standards. Such items as the basic reading, writing, and arithmetic; provision of playground equipment; and getting children to school are representative of traditional and basic practices fundamental to a minimum school curriculum.

School Practice Items on Which the Differences Favor Homogeneous Neighborhoods

1. Opinion that control over the school will not be lost if reorganization takes place.
2. Belief that parents should help the teacher plan what is to be taught in the schools.
3. Belief that it is necessary to have modern conveniences in the school.

These three items relate primarily to immediate situational factors. The rural school has traditionally been a potent force for neighborhood strength, often being referred to as the neighborhood center. Strong social and cultural ties have developed around the neighborhood school. Because of these ties and the control exercised by the people over their school, the opinion is prevalent that this control will still be maintained if reorganization takes place.

The feeling that parents should help the teacher plan what is taught is the avenue through which parents can work to maintain their control over the schools and see that children are taught according to the beliefs of the family. The prevailing thought that modern conveniences are necessary in the school is conditioned by like situations in the home. Parents favor their children having access to the same conveniences in the school as are accessible in the home. It is important to note here that persons in homogeneous neighborhoods had fewer conveniences in their homes and may have then interpreted such conveniences differently than did those in heterogeneous neighborhoods.

Table 2.—Comparison Between Homogeneous and Heterogeneous Neighborhood Groups in Attitudes, Levels of Action, and Cultural Patterns

Based on 19 Matched Pairs of Homo and Hetero Communities

Practices and Scales	Homo Communities More Favorable	Ties Between Matched Pairs	Hetero Communities More Favorable	Difference in favor of
1. Number of grades each elementary teacher can best handle with 25 pupils	7	1	11	Hetero
2. Importance of art, music and recreation in the school	4	3	12	Hetero
3. Provision of Health Examination by the School	6	2	11	Hetero
4. Parents and teacher planning together what is to be taught	10	3	6	Homo
5. Kind of school lunch (Complete hot lunch most favorable; bag or box least favorable)	6	1	12	Hetero
6. Use of school facilities without charge by outside organizations (yes, response—favorable)	6	3	12	Hetero
7. Favorable toward parents' organizations in the School	5	4	10	Hetero
8. Favorable toward the County Committees plan to reorganize the school district	5	2	8	Hetero
9. Belief that reorganized school district is most desirable	7	1	11	Hetero
10. Opinion that tax rate will be raised if schools reorganized (will not be raised considered favorable)	5	4	10	Hetero
11. The compulsory 16 year old school attendance law	4	4	11	Hetero
12. Interest in adult evening classes in Agriculture or Home Economics	6	2	11	Hetero
13. Attending adult evening classes	5	5	9	Hetero
14. More formal education being required for elementary school teachers	6	2	11	Hetero
15. More formal education being required for high school teachers	5	2	12	Hetero
16. The emphasis that should be placed on reading, writing and arithmetic in the schools	9	2	8	Homo
17. The number and kinds of physical education items and personnel that should be available in the school	8	2	.9	Hetero
18. Satisfaction with the publicity program regarding school reorganization	6	5	8	Hetero
19. The desirability of being in a high school district	5	4	7	Hetero
20. The distance that elementary school children are expected to walk on their way to school	9	1	9	Neither
21. The provision of pupil transportation by the school district	8	4	7	Homo
22. Past and present attendance at adult evening classes	8	3	8	Neither
23. Educational attainment of the children who have terminated their formal education	6	1	12	Hetero
24. Amount of formal education necessary for boys to be farmers	3	1	15	Hetero*
25. Amount of formal education necessary for girls to be farmers' wives	3	1	15	Hetero*
26. Educational attainment of the wife	1	0	18	Hetero*
27. Educational attainment of the husband	3	1	15	Hetero*
28. Amount of education desired by parents for the children still in school	3	2	14	Hetero**
29. Opinion that control over the schools will not be lost if reorganization takes place	9	4	6	Homo
30. Belief that it is necessary to have modern conveniences in the school	10	1	8	Homo

*Significant at 1% level.
**Significant between 1 and 5% level.

The evidence as summarized in Table 2 is sufficient to warrant critical attention on the part of educators. The practitioner in any field of rural education can get direction from these findings that would guide him in studying rural education problems, in considering changes or in advocating certain practices in school, agriculture or in organizations. The conclusion that heterogeneous neighborhoods attain and set significantly higher goals than homogeneous neighborhoods gives valuable clues to the type of school program and the kinds of practices that are acceptable in different neighborhoods. The evidence that homogeneous neighborhoods are more favorable toward traditional and basic school practices and that heterogeneous neighborhoods are consistently more favorable to those practices representing a break from tradition and in the direction of a progressive and broad curriculum emphasizes that the culture is influential in determining attitude toward education.

In the planning of a broad, progressive curriculum, these differences can determine how far educators may go in developing a school program. This is particularly true in communities where school districts are being reorganized and where rural neighborhood groups in the community farm service area are of varying strength and of different ethnic background. Though the administrator must be consistent in different communities in his plan for reorganization and school improvement he may find it effective to approach two different rural neighborhoods in very different ways as he leads them toward acceptance of such plans. Heterogeneous neighborhoods are more favorable than the homogeneous toward such modern school practices as art and music, complete school lunches, a smaller number of grades per teacher, the 16-year-old attendance law and community and adult activities in the school. Thus, it is important that these differing attitudes be considered when proposals are made for school improvement. One group may want to take advantage of this new opportunity while another may be completely resistant to change or may require strong educational leadership before initial steps to make changes will be taken.

The Acceptance of Improved Farming Practices

The residents in the neighborhoods in each of the 19 matched pairs were compared on their farming practice acceptance scores. The scores were computed for each neighborhood by ascertaining the number of practices adopted by each interviewee out of a list of 25 selected farming practices. The score appearing after each pair of neighborhoods in Table 3 is the mean of the farming practice acceptance scores of the 10 interviewees in each neighborhood.

When all comparisons are made, the heterogeneous neighborhoods have significantly larger farming practice scores than do homogeneous ones. The 19 pairs of comparisons show that the

Table 3.—Comparative Mean Farming Practice Acceptance Scores of Paired Homogeneous and Heterogeneous Neighborhoods

Neighborhood pair number	Mean scores of neighborhood		Sign of the difference*
	Homogeneous	Heterogeneous	
1	56	43	−
2	48	49	+
3	56	61	+
4	43	44	+
5	43	50	+
6	44	55	+
7	41	49	+
8	47	55	+
9	37	48	+
10	28	43	+
11	30	40	+
12	32	39	+
13	43	46	+
14	39	34	−
15	29	40	+
16	44	46	+
17	32	33	+
18	43	46	+
19	51	44	−

N = 19 pairs, — = 3, level of significance .01.
*Plus denotes pairs in which the heterogeneous neighborhood has the higher score; minus denotes pairs in which the homogeneous neighborhood has the higher score.

differences are in favor of heterogeneous neighborhoods in 16 of the pairs, and in favor of the homogeneous in 3 of the pairs. When these differences are tested for statistical significance by the non-parametric statistical sign test, a significance at the 1% level is found favoring heterogeneous neighborhoods. The evidence based on data from this study is sufficient to reject conclusively the null hypothesis that there is no difference between heterogeneous and homogeneous neighborhood groups in their attitude toward the adoption of improved farming practices. The fact that heterogeneous neighborhoods show significantly higher farming practice acceptance scores indicates that these neighborhoods have advanced further in modern farming technology. With ethnic and religious characteristics held as the cultural constant, there are factors of culture and tradition operating in homogeneous neighborhoods that limit the acceptance of improved farming practices. It appears that, in homogenous neighborhoods, the strength of family, tradition, religion and primary group influences, sets barriers to the acceptance of improved farming practices that are recommended by outside agencies. The differences between homogeneous and heterogeneous neighborhoods in the acceptance of farming practices are greater than for any of the educational practices or indexes analyzed in this study.

These differences are significant to agricultural agencies and personnel promoting technological advances in agriculture. It is very important for public school people to realize that areas of resistance to new educational practices are often the areas of resistance for new programs promoted by other educational agencies. It points up sharply the real need for rural educators from various programs to work together in coordinating their program and adjusting the level of suggested changes to the local groups with whom

they are working. It appears that the adoption of farming practices and the adoption of new educational ideas are functions of the culture with homogeneous culture limiting the extent of adoption to a greater degree than heterogeneous culture. The influence of the culture pattern of particular neighborhoods in the acceptance of farming and educational practices must be taken into account by educators; programs of action in agricultural agencies must be determined accordingly.

Formal Organizational Promotion

The matched pairs of neighborhoods are compared on the four elements constituting formal organizational participation. The elements selected to measure organizational participation are: membership in organizations, attendance at meetings during the past year, offices held in organizations, and committees served on. Comparisons are also made between the matched pairs on a composite of these four elements. While differences between homogeneous and heterogeneous neighborhoods in organizational participation are not statistically significant on any of the elements, the differences do favor heterogeneous neighborhoods in 3 of the 4 elements. Homogeneous neighborhood residents show a higher number of memberships in organizations, while residents in heterogeneous neighborhoods consistently show higher participation scores in attending meetings, holding office and serving on committees.

A close examination of the data presented in Table 4 shows that elements 2, 3, and 4 progressively impose a higher degree of leadership and action on organizational participants. It is further noted, as these three elements are observed in their respective order (2,3,4), the differences are progressively in favor of heterogeneous neighborhoods. In the composite of all elements (Item 5, Table 4) the heterogeneous neighborhoods show slightly greater over-all organizational participation.

Table 4.—The Comparison between Homogeneous and Heterogeneous Neighborhood Groups in Formal Organizational Participation

Organizational participation	Number of Pairs in Which			Difference in favor of
	Homogeneous neighborhoods scored higher	Both scored same	Heterogeneous neighborhoods scored highest	
1. Number of Memberships in Formal Organizations	11	1	7	Homo
2. Attendance at Meetings During Past Year	9	0	10	Hetero
3. Offices Held in Formal Organizations	8	0	11	Hetero
4. Committees served on During Past Year	5	1	13	Hetero
5. Composite Organizational Participation Score (Compos. of 1, 2, 3, 4)	7	0	12	Hetero

When the basic data is examined and the organizations classified according to types, the differences between homogeneous and heterogeneous neighborhoods become more striking. Homogeneous neighborhoods show greater participation on all four elements in religious and social organizations, while heterogeneous neighborhoods show greater participation on all four elements in agricultural and school organizations.

It may be concluded from this evidence that a homogeneous culture promotes a conformity of its members in participating in organizations that perpetuate the culture. The culture is more solidly grounded in the traditions, customs, and values of religion and ethnic background. Furthermore, these data indicate the strength of religion and ethnic background in the determination of attitudes toward organizations advocating technological and social change. The greater degree of participation by farm families in the heterogeneous neighborhoods in agricultural and school organizations indicates the presence of a great variety of values and a social climate conducive to the success of organizations that advocate progress in agricultural technology and in improving the schools.

The presence of fewer cultural controls in heterogeneous neighborhoods would cause fewer barriers to participation in agriculture and school organizations.

This evidence suggests a diversity of purpose between the two types of neighborhoods. On the one hand, the homogeneous neighborhoods seek to place emphasis on the perpetuation of the culture through participation in religious and social organizations. On the other hand, heterogeneous neighborhoods place emphasis on advancing agriculturally and educationally through organizations provided for that purpose. This has real implication for school people and agriculturalists who are concerned with organizations, procedures and programs as a method of changing rural people's attitudes and actions. It has equally significant implications for religious leaders.

Socio-Cultural Factors Related to Educational Attitudes and Actions

Certain social and cultural factors have been found to influence the acceptance of educational programs and practices. Three of these, often assumed to be highly associated with the formation and modification of attitudes toward education, have been selected for analysis. Comparisons of homogeneous and heterogeneous neighborhoods are made on socio-economic status scores, neighborhood strength and index of familism. These data are presented in Table 6 and show that on socio-economic status the differences are in favor of heterogeneous neighborhoods. Although these differ-

Table 5.—Correlations Among Thirteen Selected Cultural, Educational, and Agricultural Factors for Individuals in Homogeneous and Heterogeneous Neighborhoods

	Group	N	School Practice Score	Farm Practice Score	Organizational Participation Score	Socio-Economic Status	Education of Wife	Education of Husband	Number of Children	Church Attendance Score	Farm Size	Number of Milk Cows	Number of Young Stock	Neighborhood Strength Score	Index of Familism	
School Practice Score	Homo	156		.2525	.2047	—.0182	.3009	.2098	—.0532	—.1234	.0833	.0283	.1500	.0203	—.2904	School Practice Score
	Hetero	165		.1302	.1638	.0284	.1748	.2043	—.1288	.0038	.0385	.0085	—.0033	.0359	.0441	
	Both	321		.1988	.1807	.0089	.2440	.2128	—.0952	—.0624	.0634	.0146	.0724	.0227	—.1414	
Farm Practice Score	Homo	156			.3201	.3942	.1940	.2567	.0520	—.0856	.2934	.4473	.3945	.1241	—.1361	Farm Practice Score
	Hetero	165			.2063	.4078	.2780	.3198	—.1169	.2574	.2961	.3988	.3476	.1511	.1135	
	Both	321			.2542	.4056	.2529	.2975	—.0392	.0826	.2983	.4132	.3707	.1279	—.0336	
Organizational Participation Score	Homo	156				.1875	.1285	.1662	.0832	.0502	.0218	.0563	.1909	.3059	—.1671	Organizational Participation Score
	Hetero	165				.2859	.1918	.0266	—.0628	.0755	.1772	.1814	.1917	.2143	.1507	
	Both	321				.2329	.1436	.0851	.0293	.0688	.1015	.1250	.1884	.2642	—.0037	
Socio-Economic Status	Homo	156					.1083	.0891	—.1183	.0111	.1802	.3345	.2766	.0709	.0114	Socio-Economic Status
	Hetero	165					.2654	.1990	—.2522	.1362	.2364	.2576	.1392	.1333	.0616	
	Both	321					.2060	.1559	—.1893	.0721	.2156	.2873	.2034	.0952	.0242	
Education of Wife	Homo	156						.4863	—.1755	.0438	.0567	.0247	.1355	.0556	—.1475	Education of Wife
	Hetero	165						.3078	—.2991	.0563	—.0493	—.0311	.1112	.0933	.0103	
	Both	321						.4063	—.2585	.0303	.0122	—.0171	.1270	.0561	—.0976	
Education of Husband	Homo	156							—.1915	—.0223	.1243	.1350	.2342	.0074	—.1505	Education of Husband
	Hetero	165							—.1620	—.0222	—.0248	.1551	.0641	.0631	—.0490	
	Both	321							—.1935	—.0326	.0505	.1376	.1459	.0252	—.1165	
Number of Children	Homo	156								.0260	—.0003	—.0240	—.1265	.0629	.2084	Number of Children
	Hetero	165								—.1202	.1391	—.0180	—.0545	—.1411	—.0235	
	Both	321								—.0275	.0537	—.0116	—.0958	—.0113	.1311	
Church Attendance Score	Homo	156									—.1977	—.0930	—.1171	—.0191	.1851	Church Attendance Score
	Hetero	165									.1728	.1149	.0381	—.0089	.0191	
	Both	321									.0055	.0249	—.0337	—.0075	.1114	
Farm Size	Homo	156										.5472	.5190	—.1023	—.0282	Farm Size
	Hetero	165										.5043	.2613	—.1743	—.0337	
	Both	321										.5177	.3750	—.1427	—.0396	
Number Milk Cows	Homo	156											.5828	—.0643	—.0133	Number Milk Cows
	Hetero	165											.4550	.0063	.0239	
	Both	321											.5100	—.0250	.0127	
Number Young Stock	Homo	156												.0438	—.1210	Number Young Stock
	Hetero	165												.1927	—.0553	
	Both	321												.1159	—.0915	
Neighborhood Strength Score	Homo	156													.0135	Neighborhood Strength Score
	Hetero	165													.2410	
	Both	321													.0265	
Index of Familism																Index of Familism

ences are not statistically significant by the non-parametric sign test, heterogeneous neighborhoods have higher socio-economic status scores in three-fourths of the pairs. Homogeneous neighborhoods rank higher on neighborhood strength and family identification items in over two-thirds of the comparisons.

When socio-economic status and the acceptance of farming practices are examined, a positive correlation is evident with a slightly higher relationship favoring heterogeneous neighborhoods. A higher positive relationship is also noted in favor of heterogeneous neighborhoods when farming practice scores are correlated with education of both husband and wife. This is likewise true in the relationship between socio-economic status and the factors: organizational participation and education of husband and wife. When attitudes toward school practices are related to family strength a negative correlation is noted in homogeneous neighborhoods. This suggests that the influence of parent, family and kin provides a socio-cultural atmosphere which is a deterrent to the development of favorable attitudes toward education. This is more pronounced in homogeneous neighborhoods.

Further analysis of these data reaffirms the differences noted by use of the statistical sign test. Table 5 includes correlations among 13 selected variables. The Pierson product-moment correlation was obtained for each of three categories: (1) For 156 individual cases among the heterogeneous neighborhoods, (2) For 165 cases among the homogeneous neighborhoods, and (3) For the combined homogeneous and heterogeneous cases (321) where there were no missing data.

A consistent pattern of differences in the extent of the correlations on selected variables between farm interviewees in homogeneous and heterogeneous neighborhoods is noted in Table 5. For example: The correlation of the school practice score with farm practice score is higher for persons living in homogeneous neighborhoods. This is likewise true for school practice score and education of wife. The correlation is negative and higher for the homogeneous group when church attendance score and index of familism are correlated with the school practice score. Another example of consistency in Table 5 is the series of higher negative correlations noted for the homogeneous group between the index of familism and these factors: farm practice score, organizational participation score, education of wife and education of husband. The higher positive correlations for this homogeneous group between index of familism and number of children in the family and the church attendance score confirm the conclusions reached by the previous non-parametric analysis.

Table 6.—The Comparisons Between Homogeneous and Heterogeneous Neighborhoods on Selected Socio-Cultural Factors

Factors	n.p.	No. pairs higher score in Homog.	Ties between groups	No. pairs higher score in Hetero.	Difference in favor of
1. Socio-Economic Status	19	5	0	14	Hetero.
2. Neighborhood Strength	19	10	1	8	Homog.
3. Family Strength	19	13	0	6	Homog.

Ethnic Group Differences

Although the homogeneous neighborhoods, as a group, were less favorable on the school practices than the heterogeneous neighborhoods, there were differences in favorableness among the several ethnic-religious groups making up the homogeneous neighborhoods.

There were also differences among the neighborhoods of a given ethnic-religious group.

No generalizations should be made as to which ethnic-religious group is the most or least favorable to the programs and practices investigated. That they may differ is suggested in the data but a larger number of neighborhoods in each group would need to be studied before the certainty of these differences could be established. The distribution of neighborhoods on favorableness toward school programs and practices shown in Table 7 indicates these differences. The acceptance score assigned each neighborhood was the number of school practices on which the neighborhood was more favorable than its match. These scores, ranging from 2 to 26, were grouped into four score-categories. Of the 19 homogeneous neighborhoods, 16 fall in the two "least favorable" categories and 3 in the two "most favorable" categories. Of the 19 heterogeneous neighborhoods, 16 fall in the two "most favorable" categories and 3 in the two "least favorable" categories.

When the neighborhoods were simi-

Table 7.—Distribution of Neighborhoods on Favorableness Toward School Programs and Practices, by Ethnic–Religious Composition of Neighborhoods

Acceptance scores	Homogeneous Neighborhoods							Heterogeneous Neighborhoods	
	Ger. and Pol. Cath.	Ger. Luth.	Norweg. Luth.	Swed. Luth.	Dan. Luth.	Swiss Evan.	Total		
2–7 (least favorable)	3	0	2	0	1	1	7	0	
8–13	2	2	4	1	0	0	9	3	
14–19	0	0	0	1	0	1	2	12	
20–26 (most favorable)	0	0	0	0	1	0	1	4	
Total	5	2	6	2	2	2	19	19	38

larly ranked by farming practice acceptance scores, 13 heterogeneous and 6 homogeneous neighborhoods were in the two "most favorable" categories. The 6 homogeneous neighborhoods were of Norwegian and Swiss ethnic stock. In the ranking on organizational participation, however, the two largest participation scores were of Norwegian and German ethnic stock. Heterogeneous neighborhoods consistently had higher scores on participation in agricultural and school organizations.

Implications

A comparative analysis of homogeneous and heterogeneous neighborhoods on educational attitudes has revealed both differences and similarities. This evidence is of such a nature as to warrant serious consideration by all educators concerned with attitudes of various ethnic groups toward education. A knowledge of where these differences and similarities exist in terms of both the ethnic and religious makeup of rural groups, and of the specific educational programs and practices, can provide valuable guides for school and agricultural officials in planning and improving programs.

This study has been concerned with 38 neighborhoods selected and matched on the basis of specific criteria and studied in terms of attitudes toward selected educational programs and practices. The conclusions reached have specific implications for the neighborhoods studied, but can be considered valid so far as these neighborhoods represent others selected on the basis of the same criteria.

The differences between homogeneous and heterogeneous neighborhoods in their attitudes toward school practices can serve as part of the basis for county superintendents, principals and teachers in rural areas in planning school programs and advocating new proposals. Providing needed curricula and bringing about changes in school organization must be compatible with the attitudes held by the people affected.

The conclusion that heterogeneous neighborhoods attain and set significantly higher educational goals than homogeneous neighborhoods has wide implications for the type of school program and kinds of school practices that each considers necessary to attain these goals. Furthermore, that homogeneous neighborhoods are more favorable toward traditional and basic school practices, and that heterogeneous ones are more favorable toward those practices representing a break from tradition, as well as a favorability in the direction of progressive and broad curriculum practices implies that the culture is influential in determining attitudes. In planning and implementing a broad and progressive curriculum, these differences can determine how far educators can go. This is particularly true where the attitudes of various ethnic groups are a determining factor

in developing a school program. This is extremely important to school administrators in rural communities where reorganization and other changes are taking place, and where ethnic groupings are of varying strengths and different backgrounds.

The evidence in this study shows clearly that the heterogeneous neighborhoods are significantly more favorable toward the adoption of improved farming practices. These differences are significant to agricultural agencies and personnel promoting technological advances in agriculture. Heterogeneous neighborhoods having advanced further in accepting and putting into operation improved farming practices indicates that different kinds and concentrations of ethnic groups must be approached differently by county agricultural agent, vocational agricultural teacher and soil conservationists. This requires a systematic consideration of the various kinds of ethnic groups, the kinds of practices being promoted and the leadership patterns that are influential in the acceptance or non-acceptance of improved practices. It appears that the adoption of farming practices is a function of the culture, with homogeneous cultures limiting the extent of adoption to a greater degree than the heterogeneous cultures. The influences of the cultural patterns of a particular neighborhood on the acceptance of farming practices must be taken into account by agricultural educators, and programs of action determined accordingly.

The evidence on organizational participation is characterized by farm families living in homogeneous neighborhoods belonging to more organizations and having a greater amount of participation in religious and social organizations. Farm families living in heterogeneous neighborhoods show greater participation in attending meetings, holding office and serving on committees, as well as a greater amount of participation in agricultural and school organizations. This implies a general diversity of purpose on the part of the two types of neighborhoods. On the one hand, the homogeneous neighborhoods seek to place emphasis on the perpetuation of the culture through participating in religious and social organizations. On the other hand, the heterogeneous neighborhoods place emphasis on advancing agriculturally and educationally through organizations provided for that purpose. Educators concerned with organizations may well consider the purposes that organizations serve among the various ethnic groups or combinations of ethnic groups. In organizing and servicing organizations, professional educators must consider the part culture plays in organizational objectives.

If an educator is to develop or implement a program that meets the needs of the people, he must know the community, its leaders, its values and lines of communications. This knowledge is as necessary a part of his ability to be a successful rural leader as is his knowledge of subject matter.

In one neighborhood, the contact with local leaders may readily be made in community-wide or school organizations to which they belong. In a nearby neighborhood, it may be essential to reach them in their local neighborhood social organizations or through their minister or priest. It is possible

that in the latter case the educator will find it necessary to spend considerable time in establishing himself before he has a chance of establishing a new idea. These implications are related directly to the differences existing between philosophy and purposes of the homogeneous neighborhood group and those of the community agency and the degree to which the educator can establish an understanding and acceptance of his proposals which require change.

This study has provided evidence pointing up the absolute necessity for a leader in any special area of rural education to know his community well. It means careful consideration of the differences in attitudes that are likely to exist in different neighborhoods in the same community. Finally, it implies the use of this knowledge in such a way that programs can be planned at levels that are acceptable but which will also encourage further development of the individual, the neighborhood and the community.

Acknowledgments

This study was made possible by a research grant from the Graduate School and by the cooperation of the staff in the Numerical Analysis Laboratory of the University of Wisconsin. The School of Education and College of Agriculture provided funds for travel of the director of the project. Help in interviewing was received from graduate students taking the courses Education and Agricultural Education 168 and 220. Without the help of these students the 400 farm interviews could not have been completed.